



Performance Rating Scale

- 1** **Introductory skill level:** The student clinician is functioning at the "**Beginning Stage.**" The CI tells the student clinician what to do and the student clinician does it. The CI provides feedback on performance and gives another directive, repeating the cycle as often as needed. The student clinician follows directives.

The student at this stage follows directives and but takes a passive role in his/her learning. All decision making is completed by the supervisor. Close supervision is imperative.

- 2** **Developing skill level I:** The student clinician is beginning to function at an "**Intermediate Stage.**" Periodically more responsibility is placed on the student clinician for independent thought. The student clinician is expected to come to the supervision meetings having spent time thinking through the therapy and ready to make suggestions. The CI may need to ask questions that lead the student clinician to think in the right direction.

Students at this stage are starting to make some clinical decisions, but the supervisor is still actively involved in all clinical tasks. Students are beginning to do planning and evaluation of their sessions but continue to need guidance from the supervisor. Predominantly close supervision is needed, but student is able to complete some tasks alone.

- 3** **Developing skill level II:** Frequently, the student clinician demonstrates in depth thought. The student clinician is expected to come to supervision meetings having thought through therapy and ready to make suggestions and to state his/her ideas. Student clinician may continue to need provocative questions.

Students at this stage are making 50% of clinical decisions. The supervisor is still actively involved in most clinical tasks. Students are doing planning and evaluation of their sessions but often continue to need guidance from the supervisor. It is recommended that supervisors provide 50% close and 50% distant supervision.

- 4** **Developing skill level III:** The student clinician is functioning at an intermediate level. More responsibility is consistently placed on the student clinician for independent thought. Considerable opportunity should be provided for the student clinician to state his/her ideas before the CI discusses relevant factors in the situation.

Students at this stage are making the majority clinical decisions. The supervisor is actively involved in some clinical tasks. Students are able to complete planning and evaluation of their sessions but may need guidance from the supervisor. Predominantly distant supervision is acceptable, but close supervision may be needed in certain situations.

- 5** **Mastery skill level:** This style is appropriate for the student clinician who is functioning at the "**Advanced Stage.**" The student clinician and CI relate almost as colleagues. The student clinician is responsible for solving problems and making decisions as if he/she were a CF-SLP. All professionals consult with others in order to arrive at good and ethical

decisions. Functioning at the consultative level is fostered by this style of supervision. The student clinician functions independently and consults with the CI when needed. The minimum 25% supervision is observed; however, the CI is typically able to refrain from directly intervening.

Students at this level will be ready to perform the duties of an SLP and will be ready to be hired as a CF. They are able to make all clinical decisions but may need consultation from the supervisor. They are able to complete planning and evaluation of their sessions with minor guidance from the supervisor. Distant supervision is acceptable.